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ABSTRACT

Information collected on the 1,312 freshmen who entered the University of North Carolina at Greensboro in the fall of 1975 indicates that the average freshman is 18 years of age and that 78 percent are female, 96 percent are single, and 74 percent reside in dormitories. Other items of information include their academic potential and financial need, but little about their interests, attitudes, and expectations. As a result, student volunteers took the College Student Questionnaire (CSQ) and the Omnibus Personality Inventory (OPI) to provide additional data. The 209 questions on the CSQ deal with seven scales: Family Independence, Peer Independence, Liberalism, Social Conscience, Cultural Sophistication, Motivation for Grades, and Family Social Status. The CSQ data are summarized and scale scores for selected groups of students are given. They give insights into reasons for selecting UNC-G, types of students selecting UNC-G, and expectations from college for the future. (LBH)

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CHARACTERISTICS OF ENTERING RESIDENT FRESHMEN

RESULTS OF THE COLLEGE STUDENT QUESTIONNAIRE, PART I

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Office of Institutional Research
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February 1976

HIGHLIGHTS

- Dorm freshmen choose UNC-G primarily because of the appeal of programs in their major. More than 90% of these freshmen have a choice of major when they enter college. About 65% of those who have decided on a major are quite confident that they will stay with their decision.

- Entering resident freshmen are influenced by a variety of factors in their decision to attend UNC-G. Factors listed as most influential were parents (cited by 22% of the respondents), campus visits (19%), and high school counselors (16%). The most influential institutional literature was the college catalog.

- Two-thirds of the resident freshmen come from towns and small cities; 23% come from major metropolitan areas; 10% are from rural areas.

- Parents of the majority of dorm freshmen are employed in white collar occupations. Sixty-two percent of the fathers and sixty-nine percent of the employed mothers work in office jobs.

- Nearly half of the resident freshmen are first generation college students. About a third of the parents of entering students have college degrees.

- Fifty-eight percent of the resident freshmen reportedly graduated in the top ten percent of their senior class.

- More than half of the resident freshmen are planning on four years of college. An additional 40% want to go to graduate school.

- Less than 3% of the dorm freshmen attended racially segregated high schools. About 60% graduated from schools where the majority race composed no more than 65% of the student population.

- Forty-three percent of entering resident freshmen expect problems with their course work. On the other hand, about 40% cited academic work as their greatest probable source of personal satisfaction.

- Students were given four personal philosophies of higher education and were asked to designate which philosophy was most like their own, with the following results:

  57% chose collegiate (education is for social development)
  26% chose vocational (education is for career training)
  13% chose academic (education is for the pursuit of knowledge)
  3% chose nonconformist (education is to promote social change)

- Scale scores comparing the four groups indicate that the vocational group has the greatest dependence on family, a lower level of cultural sophistication and a lower family social status than the other groups. At the other extreme is the nonconformist, who is quite independent of family and friends, more culturally sophisticated and has the least motivation for grades. Members of the collegiate group have the greatest dependence on friends and come from families of higher social status.

- Scale scores suggest that entering women are significantly more dependent on their families, have a higher level of social consciousness and are more highly motivated for grades than entering resident men.

INTRODUCTION

Information collected on the 1312 freshmen who entered the University of North Carolina at Greensboro in the Fall of 1975 indicates that the average freshman is 18 years of age and that 78% are female, 96% are single and 74% reside in dormitories. Such data are collected routinely on all students as a condition of completing registration. Other items of information on entering freshmen typically describe their academic potential - SAT scores, high school grades and class rank - as part of the admissions process. Still other data is selectively collected on incoming students who seek to prove financial eligibility for student assistance. Yet the demographic data gathered on entering freshmen tell little about the interests, attitudes and expectations these students have as they enter UNC-G.

The freshmen testing program initiated by the Office of Institutional Research and the Counseling Center seeks to provide descriptions of student characteristics which go beyond the demographic data routinely collected. The first testing was administered during freshman orientation week. Entering students signed up to take the College Student Questionnaire and the Omnibus Personality Inventory.* Students agreeing to participate were promised anonymity and a summary of OPI results. They were also awarded a CSQ or OPI balloon for their "service" to social

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* The College Student Questionnaire (CSQ) contains 200 standard questions plus nine local option questions which collect biographical and attitudinal information on students. The CSQ has two parts: Part I is given to entering freshmen to measure student characteristics before college; Part II is administered at some subsequent point in a student's career and focuses on the impact of college on students. The value of the test is measurement of group characteristics and changes in groups over time. It is not designed to provide valid data for individuals.

The Omnibus Personality Inventory (OPI) contains 385 true-false statements which measure students' opinions. The items are combined to make up fourteen scales measuring individual social and emotional maturity, intellectual disposition, impulsiveness and masculine-feminine traits. The instrument is useful for drawing a personality profile and assessing attitude change in subsequent testing. The scales must be used in conjunction with each other, not individually. No demographic data is collected.

science research. Because participation was voluntary, the sample was biased in favor of dormitory residents. (See discussion of sample in Appendix.) The response rate was adequate to make judgments about the opinions and attitudes of entering resident students, if not all entering freshmen. The following discussion of the CSQ will consider only the sample of freshmen living in the dormitory. All non-freshmen and non-dorm residents have been excluded from the analysis so that statements can be made with some confidence about the opinions, characteristics and attitudes of the 74% of entering UNC-G freshmen who are dormitory residents.

Three kinds of information are available from the CSQ, which has validity for groups of students but not necessarily for individuals. The first kind of information comes directly from answers to the 209 questions on the CSQ. These unique items give information ranging from size of home town to favorite type of reading. The second kind of information available from the CSQ pulls together related items into seven scale scores to provide a cohesive, general description allowing analysts to examine seven attributes rather than 209 bits of information. The seven scale scores are: (1) Family Independence; (2) Peer Independence; (3) Liberalism; (4) Social Consicence; (5) Cultural Sophistication; (6) Motivation for Grades; and (7) Family Social Status. A third kind of information the CSQ provides is national data which permits comparison of UNC-G students to national norms on all items and the scale scores. This summary of the CSQ data will examine some of the information gained from various items on the questionnaire and will present scale scores for selected groups of students.

SECTION I: DEMOGRAPHIC CHARACTERISTICS

Four general questions can be asked of the CSQ data in an attempt to describe characteristics of entering freshmen:

1. Why did students select UNC-G as their college?
2. What types of students are attracted to UNC-G?
3. What do students expect from their college experience?
4. What are the long-range plans of UNC-G students?

SELECTION OF UNC-G

The most frequently cited reason resident freshmen selected UNC-G for their college was that UNC-G offered quality programs in their chosen field. Related to this finding is the fact that over 90% of the entering freshmen had at least a tentative choice of a major when they enrolled in August. Of those who had chosen a major, 65% were fairly certain that they would not change their major during college.* The second most agreed upon reason for selecting UNC-G was the academic reputation of this institution. Thus, purely academic reasons strongly influenced the choices of nearly 60% of the dorm residents sampled. Situational factors, such as the fact that UNC-G is relatively inexpensive or that the institution is located in Greensboro, were cited by only a few respondents as primary reasons for selecting UNC-G. Had the survey included more town students, location and expense would certainly have received higher ratings as reasons for coming here rather than another school.

The selection process was further explored with two local option questions: (1) Who had the most influence on your decision to attend UNC-G?; and (2) What printed material exerted the most influence on your choice of UNC-G. No single element was clearly predominant as being the most influential factor in helping freshmen decide on this school. Parental influence topped the list, but parents were cited by only 22% of the respondents as being most influential. Furthermore, only about 14% of the resident freshmen indicated that their parents had strong feelings favoring their attending UNC-G. The parents of the other 86% either had

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* Students were asked to rate their degree of confidence in keeping their choice of major on a scale of 1 to 10. Of those who had chosen a major 33 (8%) scored their confidence level 1 to 3 (low); 110 (27%) were in the 4 to 6 interval (moderate); and 261 (65%) scored 7 or higher (high).

only a slight preference for UNC-G or were indifferent about where their children went to school. A visit to the campus was nearly as influential a factor in selecting UNC-G as was parental influence. Such visits were the principal element in helping about 19% of the respondents to make their decision. High school counselors were the third most prominent factor; they were cited as most influential by 16% of the freshmen entering UNC-G. Publications from the University were much less effective in attracting students here than were personal contacts. Nearly 40% of the respondents replied that material they received about UNC-G had no bearing on their decision to enter. Of those who were influenced by publications, the catalog was nearly a four to one favorite over brochures, official letters and other types of material. However, the impact of publications in providing students with information on which to make their decision is obviously understated; students selecting UNC-G for academic reasons must have been influenced to some degree by institutional literature.

Investigation into the reasons dorm freshman select UNC-G isolates some of the factors which would undoubtedly influence commuters to attend. For many commuters, UNC-G may be the only area institution offering a desired program. Thus, the selection is made because all other alternatives are eliminated. By contrast, the student who comes to Greensboro and lives in university housing likely has other options and is less influenced by location and convenience. Consequently, dorm students' reasons for selecting UNC-G measure the strengths and weaknesses of this institution in competing with other schools for good students.

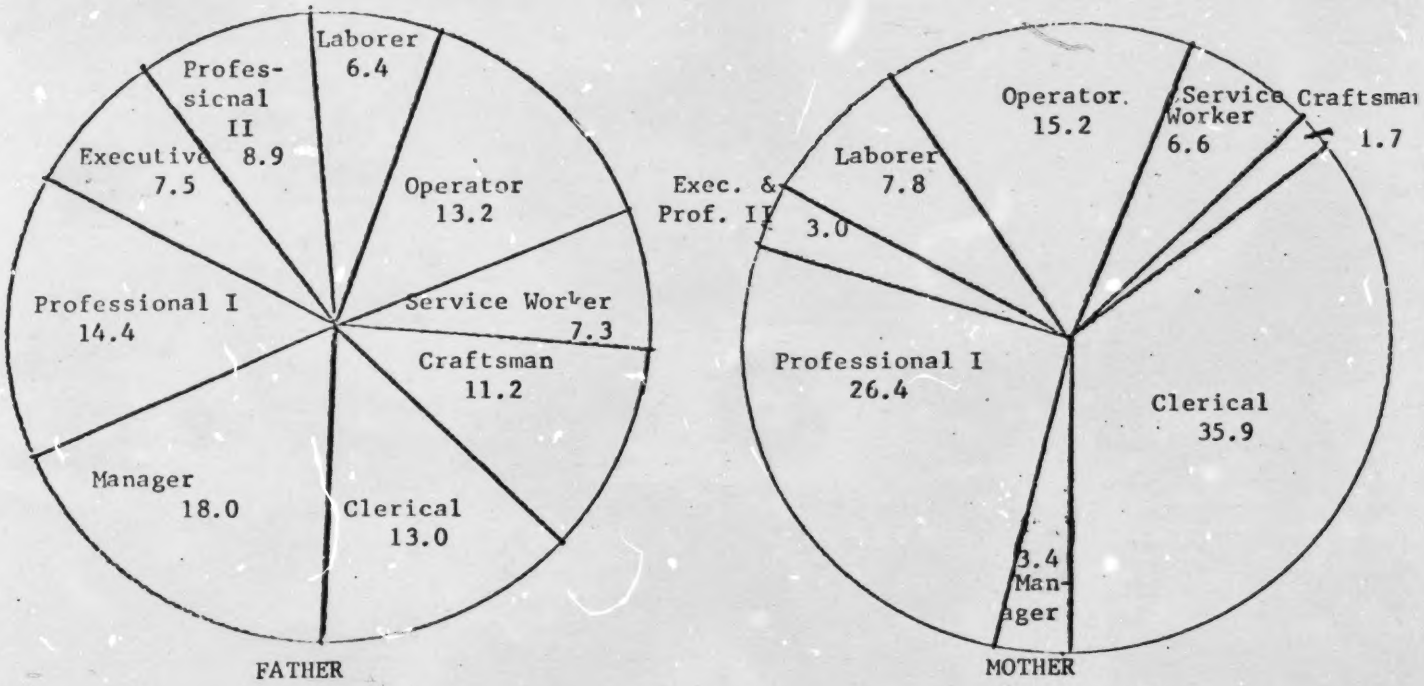
TYPE OF STUDENT ATTRACTED TO UNC-G

Two thirds of the students entering the 1975 freshman class came to UNC-G from towns and small cities of less than 50,000 population. About 19% of the students were from metropolitan suburbs and another ten percent came from rural areas. Only four percent were from cities with more than 500,000 population. The typical

parental family of entering freshmen has two or three children. Most of the students' fathers work in white collar occupations and nearly 80% of the students had mothers who had been employed outside the home at some time.

FIGURE I

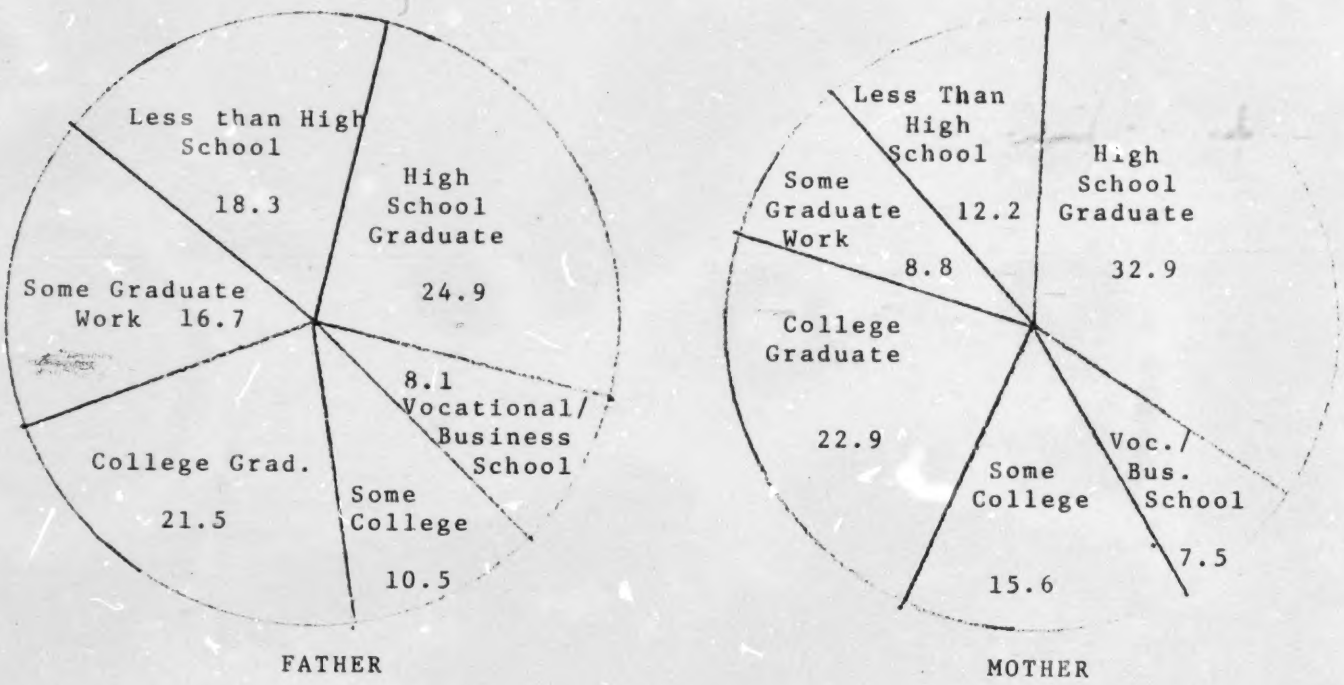
OCCUPATIONS OF PARENTS OF ENTERING RESIDENT FRESHMEN



Laborer: Unskilled or farm worker
Operator: Semiskilled worker
Service Worker: Policeman, fireman, barber, military noncommissioned officer, etc.
Craftsman: Skilled worker, plumber, carpentar, etc.
Manager: Owner of partner in small business, lower level administrator, military commissioned officer, etc.
Professional I: Engineer, teacher, work requiring a B.A.
Executive: Owner of large business, high level administrator
Professional II: Work requiring graduate degree, lawyer, doctor, professor, etc.

By coming to UNC-G, over forty percent of the freshmen are exceeding the educational level of their parents. The chart below illustrates the educational attainment of parents of entering resident freshmen.

EDUCATIONAL ATTAINMENT OF PARENTS OF ENTERING FRESHMEN



Parents are apparently encouraging their children to pursue higher education because 80% of the students indicated that their parents considered going to college very important.

Almost without exception, entering freshmen are coming to college directly from high school. Fewer than two percent had interrupted their education for a period of work. The majority of students are from public high schools with 100 or more in the graduating senior class. About a third of the students are from large high schools graduating more than 400 seniors and about 10 percent are from small schools with fewer than 100 graduates. Nearly all of the students came from high schools which were integrated to some degree. Sixty percent of the students attended secondary schools where the majority race made up no more than 65% of the student population. Eleven students (2.5%) attended all white schools; none came

from all black schools. About ten percent of the sample graduated from private high schools. More than half of the students reported that 50% or more of their high school class were going to college.

These students are, according to their own reports, the cream of the crop. Nearly a sixth of those in the sample graduated in the top two percent of their class. Fifty-eight percent of the dorm freshmen were in the top ten percent of their graduating class. Most freshmen (80%) believed that getting good grades is very important and indicated that their parents thought likewise. They tended to see themselves as studying somewhat more than their classmates, though 43% thought they studied less than friends. During their senior year the freshmen sampled spent an average of two to three hours a day watching television and one to two hours daily on homework. (This average includes 15% who never watched television and 10% who never did homework.) General fiction was the overwhelming favorite for leisure reading with mysteries and adventure stories a distant second choice.

Parents are the chief source of financial support for 64% of the entering freshmen. About eleven percent are supported primarily by scholarships. Only two percent are dependent on jobs for support though many more have jobs to supplement other sources of funds. More than half of the entering freshmen (57%) are planning on four years of college. Fewer than one percent plan to terminate their education short of four years. (Empirical evidence suggests that these students are overly optimistic. A recent retention study revealed that only about 40% of the freshmen entering UNC-G in 1970 graduated in 1974.) The remaining students are entering college with their sights set on graduate school. Twenty-seven percent are planning a two-year stint and thirteen percent are considering three or more years of post graduate training.

STUDENT EXPECTATIONS

Students taking the CSQ were given four statements of personal philosophies which correspond to the Clark-Trow typology of student subcultures.* The complete CSQ statements describing the subcultures are included in the Appendix. The following is a condensed description of each subculture.

> Vocational: Education is primarily for preparation for an occupational future. Intellectual and social pursuits are important but secondary.
>
> Academic: Education is for intellectual enrichment and the scholarly pursuit of knowledge.
>
> Collegiate: Social growth and development are important elements in one's education and essential to the cultivation of the well-rounded person. Academic and vocational interests are important but not paramount.
>
> Non-Conformists: The search for personal identity and relevance in life are often not compatible with the value orientations of organized society. The student identifying with this group is often contemptuous of professional or business pursuits, college traditions and the establishment.

The following table compares how UNC-G students and students entering public and private universities nationwide assigned themselves to the four subcultures.

IDENTIFICATION WITH STUDENT SUBCULTURES

	UNC-G		National**	
	N	Percent	N	Percent
Vocational	118	26.4	1236	23.0
Academic	60	13.4	860	16.0
Collegiate	255	57.0	2742	51.0
Non-Conformist	14	3.1	376	7.0

* For a discussion of the Clark-Trow Typology, see David Gottlieb and Benjamin Hodgkins, "College Student Subcultures;" in Yamamoto, ed., The College Student and His Culture: An Analysis (Boston: Houghton Mifflin, 1968), pp. 238-255.

** Institutional Research Program for Higher Education, CSQ Comparative Data (Princeton: Education Testing Service, 1971) p. 21.

More students taking the CSQ have identified with the collegiate subculture than with any other group.** Research literature concerning college students indicates that personal philosophies students bring to campus have a marked influence upon student expectations of college life. Therefore the analysis of student characteristics by the four subcultures can offer insight in the study of student expectations and performance.

Student attitudes on academic matters suggest that entering dorm freshmen lack sophistication in their approach to their studies. Students expressed a preference for discussion classes over lectures by nearly a four-to-one ratio, yet most of them (63%) prefer objective to essay-type examinations. They prefer structured class work to independent study but believe that students should be given great freedom of choice rather than allowing faculty direction over their academic work. Students are almost evenly split on whether or not they enjoy doing original research: 52% dislike such work and 48% enjoy it.

When the same items are analyzed in terms of the three primary student subcultures, the academic preferences of students are less ambiguous. Of the three groups, students advocating an academic orientation to education had the strongest preferences for independent class work, essay exams, discussion classes and original research. They also adhered most strongly to the contention that the faculty should decide what courses are required in a given field of study. The distribution of responses for those believing the value of an education is for occupational preparation indicates a contrasting view towards academic work. The occupationally-oriented students expressed strongest preferences for structured class work, objective exams and lecture classes, they indicated the strongest dis-

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** Peterson, Richard E., On a Typology of College Students (Princeton: Educational Testing Service, 1965) pp. 33-39. See also Gottlieb and Hodgkins in Yamamoto, ed., op. cit.

like for original research. The group holding the philosophy that an intrinsic value of going to college is social growth took only one position that was more extreme than positions taken by the other two groups. The Collegiate group indicated the strongest belief in the idea that college students should be allowed freedom to choose subjects of study according to their interests. Data for fourth student subculture, the nonconformists, were not analyzed because only fifteen students subscribed to that philosophy.

Entering students expect a fair amount of competition for grades in college and many predict that course work will be a major problem for them. Happily, fifteen percent of the entering resident freshmen do not anticipate any major problems. As noted below, academic work and self-discovery, which are viewed as potential problems for some freshmen, are also common sources of personal satisfaction.

EXPECTED GREATEST PROBLEM	%
Course Content	43.2
No big problems	15.4
Self discovery	11.8
Personal Relationships	9.5
Finances	6.3
Choosing a major	6.1
Other	7.7

SOURCE OF GREATEST PERSONAL SATISFACTION	%
Self discovery	34.2
Major Courses	22.9
Course Work	18.4
Friendships	8.8
Acquaintances	7.3
Individual Study	3.4
Social Life	2.9
Extra Curricular Activities	2.0

LONG RANGE PLANS

A number of questions on the CSQ addressed the long range ambitions of students. Responses reflect the heterogeneity of entering freshmen. The most preferred occupational lifestyle among students sampled was a professional life. More than a fourth of the students indicated they wanted professional careers such as doctors or lawyers. The academic life (teaching, research, scholarly work) was the second

most popular career field, chosen by 19% of the respondents. A close third life-style was a career in the creative arts, followed by a preference for home and family life and the business world. Responses to the question, "What type of organization would you prefer to work in?" yielded even more fragmented responses. Educational institutions were marked by 21% of the respondents as the most desirable place to work. Large firms were preferred by about 15% of the students and 11% wanted their own professional offices. As for personal and family plans, a full 91% of the resident freshmen indicated they want to have children and most of those would like two children. More women want both a family life and a career than all other alternatives combined. About 12% of the women surveyed indicated they wanted to be housewives.

The preceeding section combines all resident freshmen and presents the most common responses to selected questions in an attempt to illustrate the great variety of data now available from the CSQ. Refinement of the data by breaking items down into subgroups allows a more careful analysis of student characteristics. Examination of data according to subgroups would allow for such hypothetical studies as:

- How do freshmen who want to be remembered as brillant students differ from those wanting to be remembered for leadership or popularity?
- How do UNC-G freshmen compare with freshmen entering other universities on various characteristics?
- Are students who have working mothers more independent than their peers whose mothers stayed home?
- How do students who think grades are important differ from those taking a more casual attitude toward academic grading?

The CSQ affords an opportunity for investigation of these and many more questions with relative ease.

SECTION II: SCALE SCORES

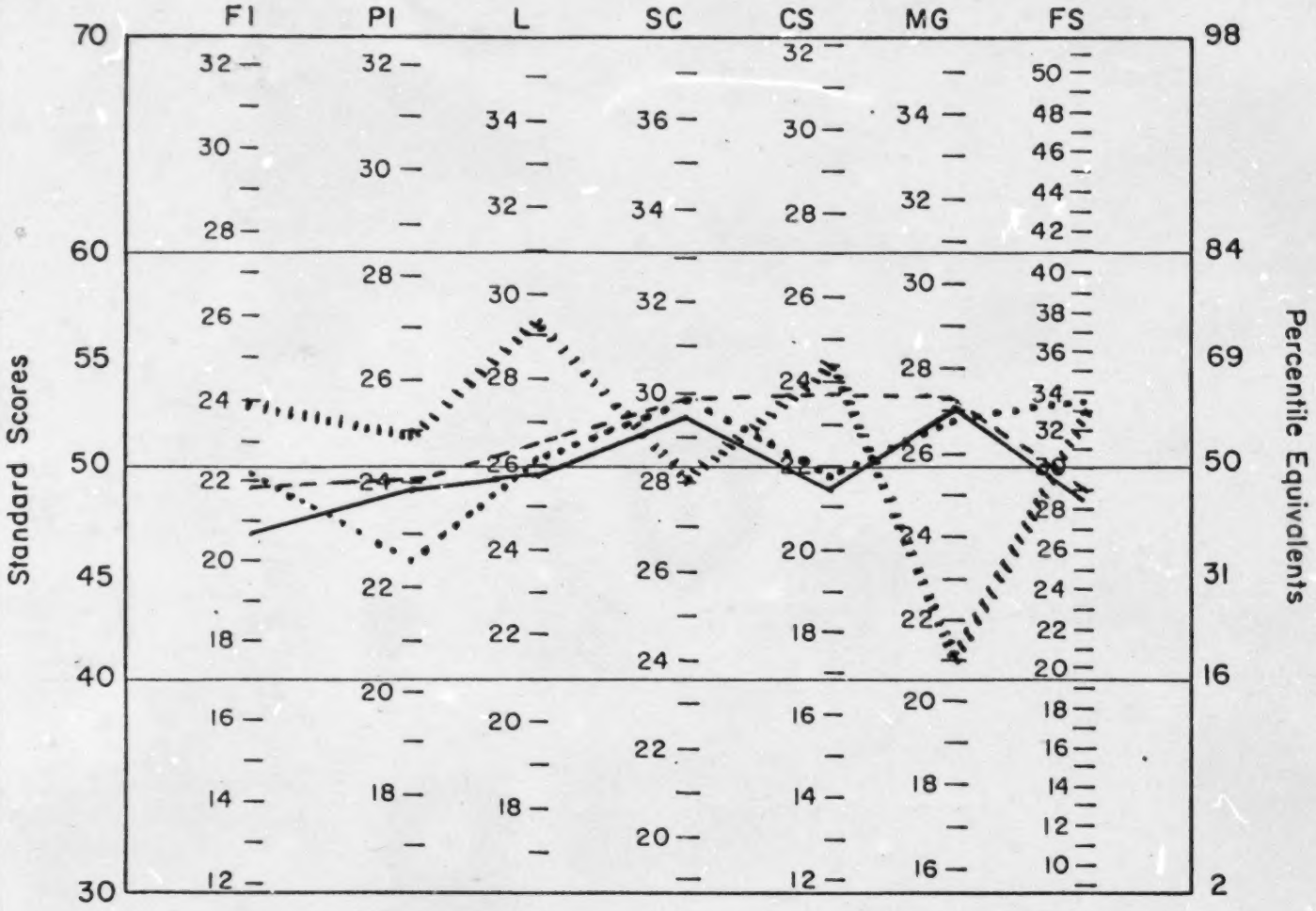
The CSQ is a powerful tool for measuring student characteristics because it contains both demographic and attitudinal information. While demographic data are relatively easy to interpret - either a person is an only child, or he isn't - attitude measurement is more subtle. Seven scales on the CSQ measure strengths of certain attitudes and characteristics according to responses on various questions.

The CSQ description of a student can be compared to a kaleidoscope whose images take different shapes according to the way the 209 pieces fall together. The center of the image is determined by the biographical inventory information which in turn affects the entire configuration. The way the outside edges fall together is outlined by the scales which pull together 64 related bits of information into seven scores. The scores are useful in comparing personality characteristics of groups of students; they are not meaningful for individuals. Thus, the CSQ gives educators the ability to study the relationship between various demographic characteristics and attitudes.

Scale scores are graphically presented for selected variables to illustrate the utility of scales in comparing groups of students. Each variable is plotted on a graph which indicates the national average score distributions for all university students taking the CSQ. The 50th Percentile equivalent line signifies the normative score for all university students on each of the scales. The scale scores have been interpolated to standard scores having a 0 - 100 range with 50 being the average score. The seven scales, which are fully described in the Appendix, are:

FI - Family Independence
PI - Peer Independence
L - Liberalism
SC - Social Conscience
CS - Cultural Sophistication
MG - Motivation for Grades
FS - Family Social Status

CSQ SCALE SCORES BY STUDENT SUBCULTURE



——Vocational: Education is for career training

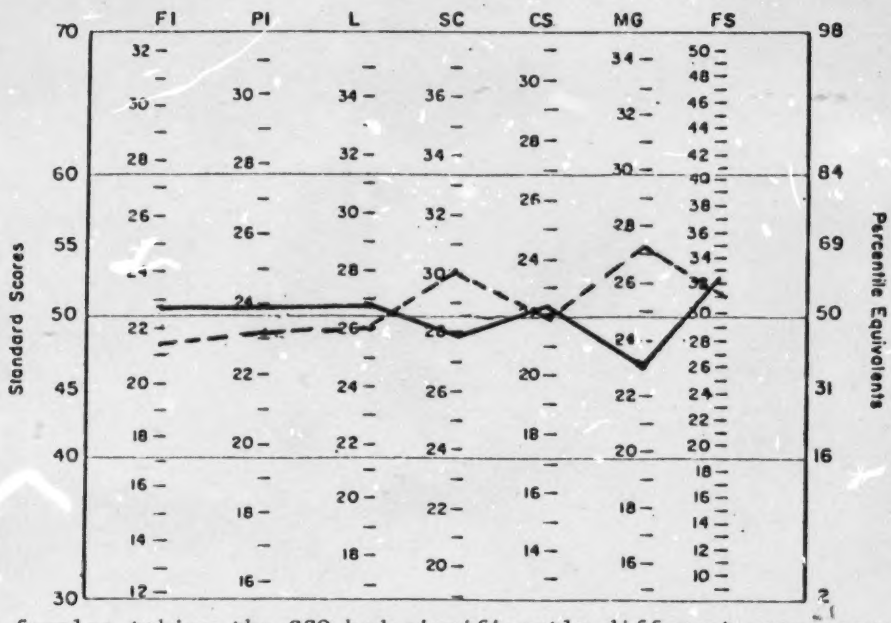
- - - -Academic: Education is for the pursuit of knowledge

· · · · ·Collegiate: Education is for social development

,,,,,,,,Nonconformist: Education is to promote social change

Significant differences between the mean scores for the four groups occur for peer independence (p=.05), cultural sophistication (p=.01), motivation for grades (p=.01) and family social status (p=.01). The vocational group exhibits more dependence on parents (though not significantly more), a lower level of cultural sophistication, a relatively high motivation for grades and lower family social status than the other groups. At the other extreme is the nonconformist who is quite independent of family and friends, more culturally sophisticated, has low motivation for grades and comes from a family of relatively high social status. The collegiate group exhibits the strongest dependence on peers and has the highest mean score on family social status.

CSQ SCALE SCORES BY SEX

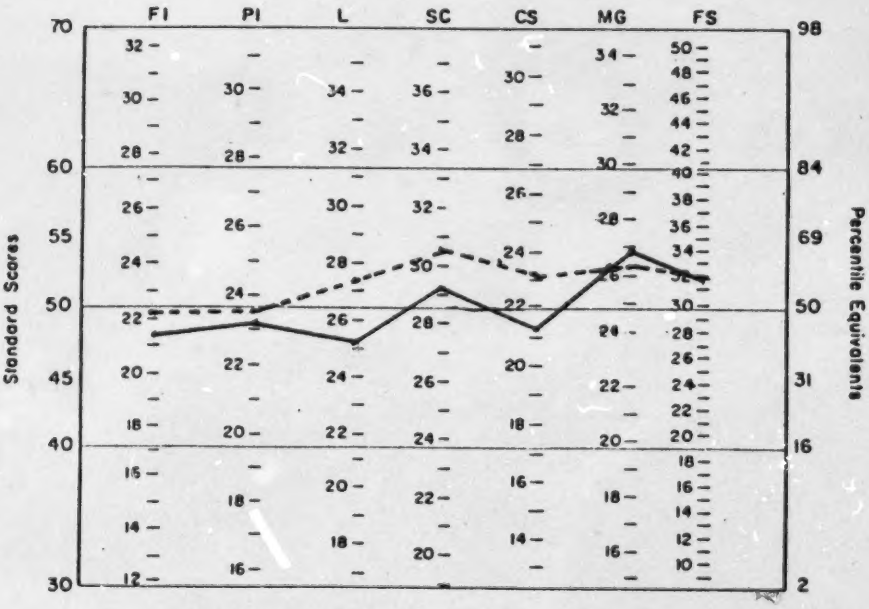


—— Male

- - - Female

Males and females taking the CSQ had significantly different mean scores on family independence (p=.05), motivation for grades (p=.01) and social conscience (p=.01). Women tend to be more dependent on their families and to exhibit a higher degree of social consciousness and motivation for grades than men. Other differences, though not significant, suggest that freshmen males tend to be freer from the influence of friends, more liberal and from families with higher social status than their female peers.

CSQ SCALE SCORES BY TYPE OF ACADEMIC WORK PREFERRED

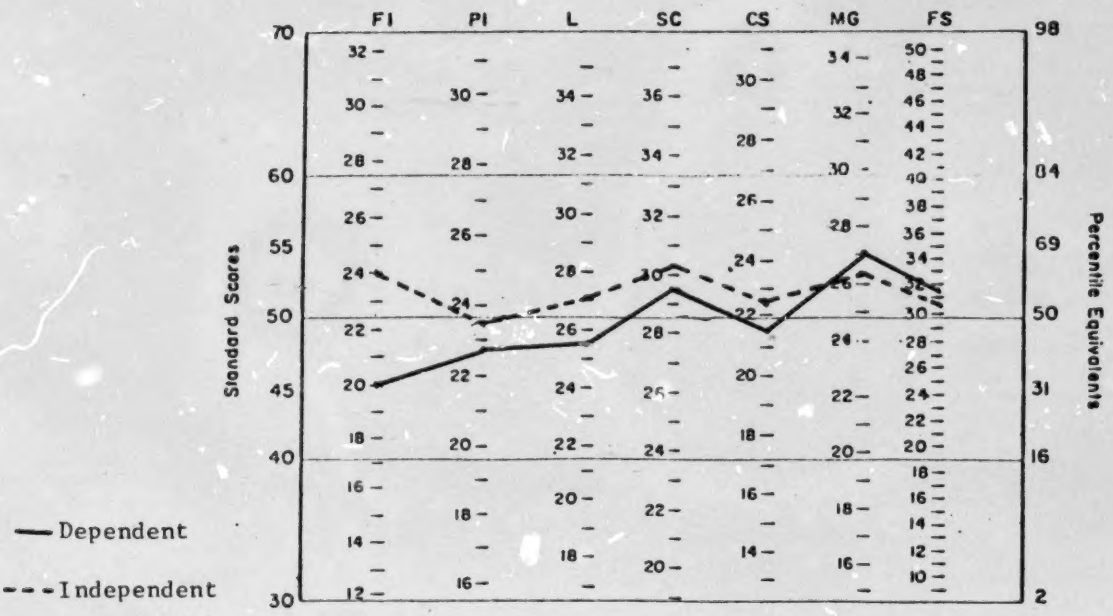


—— Prefer Structured Academic Work

- - - Prefer Independent Academic Work

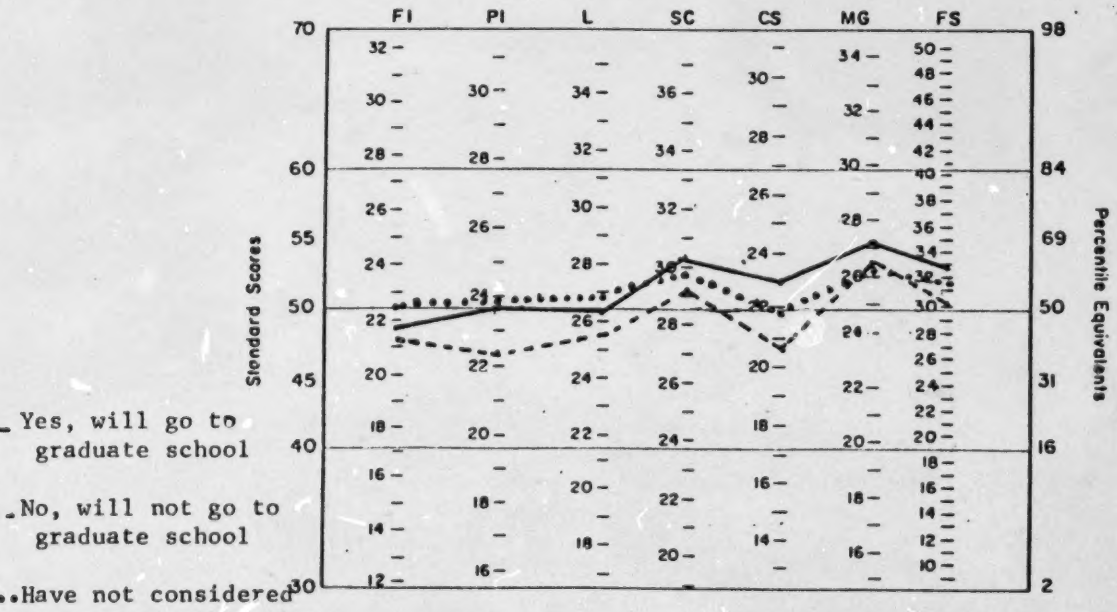
Students preferring structured academic work have lower mean scores on all scales except motivation for grades. The differences between the two groups are significant on family independence at the p=.05 level. On liberalism, social conscience and cultural sophistication, differences are significant at the p=.01 level. Thus, those preferring independent work are more independent from parents, more liberal, exhibit higher social consciousness and more sophistication than their peers preferring structured work.

CSQ SCALE SCORES BY INDEPENDENCE FROM PARENTS



Students' judgments of how independent they are from their families produced significant differences at the p=.01 level on four scales: family independence, peer independence, liberalism and cultural sophistication. Those who believe themselves to be fairly independent from parents are also relatively independent from friends, more liberal and culturally more sophisticated than those dependent on parents.

CSQ SCALE SCORES BY INTENTION TO ATTEND GRADUATE SCHOOL



Whether or not a student is planning on graduate school elicits significantly different mean scores on peer independence (p=.05) and cultural sophistication (p=.01). Those who have not considered graduate school tend to be the most independent in terms of peer groups. Those who do not plan to go to graduate school have the greatest dependence on peers. Students planning on graduate school are culturally more sophisticated than others. They also appear to be more highly motivated for grades, though differences in the means are not significant.

CONCLUSION

Why gather data on students beyond the statistical information necessary for the University to function? Information provided by the CSQ allows studies which go beyond questions traditionally answered by data collected to fulfill external reporting obligations. For example, indications on how UNC-G can continue to attract capable students may be answered in part by analyzing what top students expect from college. Studies of educational and vocational plans of students are possible. Student performance and retention can be linked with CSQ items to gain additional insight into factors affecting academic success or student retention. Furthermore, all items collected on UNC-G students can be compared to national student norms.

The two parts of the CSQ provide a substantial data base from which to study student characteristics and attitudes. The CSQ Part I, discussed in this paper, solicits biographical and attitudinal information on students entering UNC-G. Part II of the questionnaire, which is administered at the end of the freshmen or subsequent year, has two functions: (1) to measure student satisfaction with various aspects of the college experience; (2) to assess the effect of exposure to college on students. The two instruments collect overlapping biographical and attitudinal information. Use of both parts of the CSQ can provide baseline data for noting changes in the attitudes of groups of students on a test-retest basis at different points in time. We currently have available 500 copies of the CSQ Part II and would hope to administer this instrument to seniors at the end of the Spring semester so as to fully utilize the complementary nature of the two instruments.

APPENDIX

CSQ SAMPLE

The method of recruitment employed to enlist participants taking the CSQ accounts for some selection bias in the sample. Because respondents were able to sign up for testing only during orientation week, the final sample was not representative of the entering freshman class at UNC-G. Nevertheless, those who did agree to participate provide an accurate description of the resident freshman at UNC-G: the 17-18 year old full-time student living in a dormitory. The table below compares the CSQ sample with the 1975 entering freshman class on selected characteristics.

Comparison of CSQ Respondents With Fall 1975 Entering Freshmen

	CSQ Respondents (n=496)				1975 Freshmen (n=1312)			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Total	62	12.5	434	87.5	311	22.5	1069	77.5
Living Arrang.								
Dorm	47	75.8	406	93.5	171	55.0	854	79.5
Town	15	24.2	28	6.5	140	45.0	215	20.1
Age								
17 or less	11	17.7	98	22.6	10	3.2	17	1.6
18	44	71.0	318	73.3	183	59.4	793	75.7
19	5	8.1	7	1.6	79	25.6	181	17.3
20	1	1.6	2	0.2	18	5.8	20	1.9
21+	1	1.6	9	1.8	18	5.8	37	3.5
Enrollment Status								
Full-time	62	100.0	425	97.9	294	99.0	996	98.1
Part-time	0	-	9	2.1	3	1.0	19	1.9
Marital Status								
Single	62	100.0	456	98.3	305	99.0	1017	97.0
Married	0	-	8	1.7	3	1.0	31	3.0

The under-representation of town students, males, and, to a lesser extent, older freshmen is readily apparent from the table. Consequently, caution should be used in generalizing results of this testing to the entire freshman class. A comparison of the dormitory residents by sex of the entire freshmen class and the CSQ respondents indicates closer correspondence between the sample and the total population.

DORMITORY RESIDENTS BY SEX: FRESHMAN CLASS AND CSQ RESIDENT FRESHMEN

	CSQ Sample		All Freshmen	
	N	%	N	%
Male	43	9.7	171	16.7
Female	399	90.3	854	83.3
Total	442	100.0	1025	100.0

The number of respondents is sufficiently large that reliable judgments about the educational experiences and attitudes of the subpopulation of dormitory freshmen can be made on the basis of the resident freshmen in the CSQ sample.

An individual researcher must decide whether the sample he considers should consist of only resident freshmen, of only resident students or of the entire group of volunteer respondents. An analysis of scale scores for dormitory and town students (non-freshmen included) yielded only one significant difference. Dorm students exhibited significantly higher motivation for grades than their peers off campus. ($p=.05$) Furthermore, the scale scores of resident freshmen compared to the scale scores of all others in the sample revealed the same finding: dorm freshmen were more highly motivated for grades than others in the sample at the $p=.01$ significance level. All other mean scale scores showed no other real differences between the two groups.

These results cannot be interpeted to mean that the only difference between freshmen and non-freshmen or between dorm residents and commuters is in motivation for grades. The scale scores merely indicate that no differences showed up in this sample which was heavily biased towards freshmen in university housing.

CSQ DEFINITION OF STUDENT SUBCULTURES

VOCATIONAL: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

ACADEMIC: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study *beyond* the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

COLLEGIATE: This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

NONCONFORMIST: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college—organized extracurricular activities, athletics, traditions, the college administration—are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and, often, contempt for many aspects of organized society.

CSQ SCALE SCORES

CSQ scale scores are computed by adding together responses on scale items. All scales except Family Social Status are composed of ten questions each having four possible responses. The range of scores on these six scales is 10 to 40. Family Social Status is composed of four questions with nine possible responses for each question. Family Social Status has a range of 6 to 54. A display of the items making up each scale score follows.

FAMILY SOCIAL STATUS

108. Which of the following categories comes closest to your father's occupation? If your father is retired, deceased, or unemployed, indicate his former or customary occupation. (Mark only one)

1. Unskilled worker, laborer, farm worker
2. Semiskilled worker (e.g., machine operator)
3. Service worker (policeman, fireman, barber, military noncommissioned officer, etc.)
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
5. Salesman, bookkeeper, secretary, office worker, etc.
6. Owner, manager, partner of a small business; lower level governmental official; military commissioned officer
7. Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.)
8. Owner, high-level executive—large business or high-level government agency
9. Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)

113. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

1. Less than $4,000
2. $4,000 to $5,999
3. $6,000 to $7,999
4. $8,000 to $9,999
5. $10,000 to $13,999
6. $14,000 to $19,999
7. $20,000 to $25,999
8. $26,000 to $31,999
9. Over $32,000

115. How much formal education does (did) your *father* have? Indicate only the highest level (i.e., mark only *one* of the nine alternatives).

1. No formal schooling or some grade school only
2. Finished grade school
3. Some high (secondary) school
4. Finished high school
5. Business or trade school
6. Some college
7. Finished college (four years)
8. Attended graduate or professional school (e.g., law or medical school) but did not attain a graduate or professional degree
9. Attained a graduate or professional degree (e.g., MA, PhD, MD)

116. Indicate the extent of your *mother's* formal education. Use the alternatives in the preceding question. (Mark only one)

Father's occupation is weighted three and the other items are counted once. The range for family social status is from six to fifty-four. Students must respond to the question on father's occupation and two out of the remaining three items in order to compute a Family Social Status scale score for each individual.

Family Independence

148. During the coming year, how often do you plan to see your parents?

1. Every day or almost every day
2. About once a week
3. During holidays and/or occasional weekends
4. Only during summer vacation or not at all

149. Could you become so absorbed in some kind of activity that you would lose interest in your family?

1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

150. Would you agree that a person should generally consider the needs of his parental family as a whole more important than his own needs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

151. Would you agree that members of your family should hold fairly similar religious beliefs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

152. Would you describe your family as:

1. Very closely united
2. Fairly closely united
3. Not particularly united
4. Very disunited

153. Many parents take a great deal of interest in what their sons and daughters do. How important is it to you that you satisfy your parents' wishes?

1. Very important
2. Fairly important
3. Moderately important
4. Not very important

154. Do you feel that in the last year or so you have been growing closer to your family or further away from it?

1. Much closer
2. Slightly closer
3. Slightly away
4. Much further away

155. Do you consult with your parents when you are faced with important personal decisions?

1. I almost always do
2. I usually do
3. I occasionally do
4. I rarely do

156. Do you feel that you *should* consult with your parents on important personal matters?

1. I feel that I definitely should
2. I feel that I probably should
3. I have no particular feelings one way or the other
4. Generally speaking, no

157. How dependent on or independent of your parents do you consider yourself to be at the present time?

1. Quite dependent
2. Somewhat dependent
3. Fairly independent
4. Very independent

Peer Independence

158. As you think back over this past academic year, how much of your non-class time *per week* (including the weekend) would you say you spent in casual conversations with friends or acquaintances?

1. Sixteen or more hours
2. Eleven to fifteen hours
3. Six to ten hours
4. One to five hours

159. Other than on dates or with your spouse, do you generally pursue leisure time and recreational activities (movies, exhibits, hobbies, etc.) with a group of friends or by yourself or with one friend?

1. Almost always with a group of friends
2. Usually with a group of friends
3. Usually by myself or with one friend
4. Almost always by myself or with one friend

160. With regard to the arts, would you say that the preferences and tastes of most of your acquaintances are similar to your own tastes?

1. Yes, their tastes in the arts are very similar to my own
2. Their tastes are fairly similar to mine
3. Mine are different in a number of respects
4. No, their preferences tend to be quite different from mine

161. As a description of yourself, how accurate is the following statement, "I am one in a group of close friends, and we do most things together"?

1. Very accurate
2. Fairly accurate
3. Not particularly accurate
4. Definitely inaccurate

162. How often do you maintain a point of view despite other students losing patience with you?

1. Rarely
2. Occasionally
3. Quite often
4. Very often

163. Would you say that you often seem to ignore the opinions of other students when trying to accomplish something that is important to you?

1. No, never
2. Rarely
3. Occasionally
4. Yes, quite frequently

164. Do you generally like to do things in your own way and without regard for what other students around you may think?

1. Definitely no
2. No, not usually
3. Yes, most of the time
4. Definitely yes

165. Do you generally consult with close friends while you are in the process of making some fairly important decision?

1. Almost always
2. Usually I do
3. Seldom
4. Almost never

166. Could you become so absorbed in some kind of activity that you would lose interest in what your good friends were doing?

1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

167. Before you do something, do you try to consider how your friends will react to it?

1. Yes, I always do
2. Yes, I usually do
3. Sometimes I do
4. No, usually not

Liberalism

171. Do you consider your political point of view to be generally:

1. Quite conservative
2. Fairly conservative
3. Fairly liberal
4. Very liberal

173. Would you agree that the government should have the right to prohibit certain groups of persons who disagree with our form of government from holding peaceable public meetings?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

176. Do you agree that police are unduly hampered in their efforts to apprehend criminals when they have to have a warrant to search a house?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

179. Do you agree or disagree with the belief that capita punishment (the death penalty) should be abolished?

1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

182. Would you agree or disagree that the government should do more than it is presently doing to see that everyone gets adequate medical care?

1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

185. Would you agree or disagree that legislative committees should *not* investigate the political beliefs of college or university faculty members?

1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

188. Do you agree or disagree that labor unions these days are doing the country more harm than good?

1. Strongly agree (they are doing the country more harm than good)
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

192. Would you agree or disagree that conscientious objectors should be excused from military service in wartime?

1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

194. Do you agree or disagree with the contention that the welfare state tends to destroy individual initiative?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

200. Do you agree or disagree with the belief that individual liberties and justice under law are *not* possible in socialist countries?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

Social Conscience

172. Do you become indignant when you read that a high government official has taken money or gifts in return for favors?

1. No
2. Cannot say
3. Mildly indignant
4. Very indignant

174. How strongly do you feel that something must be done soon about the rising tide of juvenile crime in this country?

1. I do not feel that the "problem" is as serious as the question makes it out to be
2. I have not given this matter sufficient thought to say
3. Fairly strongly
4. Very strongly

175. Are you concerned about the extent to which economic poverty still exists in the United States (e.g. the fact that in 1966 about one-fifth of American famil es earned under $4000 a year)?

1. In my opinion this is not a matter for concern
2. I have not given this matter sufficient thought to say
3. Mildly concerned
4. Highly concerned

177. Are you concerned that persons who are not white-Anglo-Saxon-Protestant seem to have somewhat less opportunity in America?

1. In my opinion this is a phony complaint or for other reason not a matter for concern
2. I have not given this matter sufficient thought to say
3. Mildly concerned
4. Highly concerned

178. Are you disturbed about what appears to be a growing preoccupation with money and material possessions throughout this country accompanied by a declining concern for national aims, spiritual values, and other moral considerations?

1. No, or the assumption made in this question is mistaken
2. Cannot say
3. Mildly disturbed
4. Very much disturbed

181. Are you concerned about the many elderly people in the U.S. who are left alone to live "on crumbs of welfare measures"?

1. In my opinion this is a phony problem or for other reason not a matter for concern
2. I have not given this matter sufficient thought to say
3. Mildly concerned
4. Highly concerned

186. Would you be upset at the sight of children looking at obscene printed material at a magazine stand (or elsewhere)?

1. No
2. Cannot say
3. Mildly upset
4. Very much upset

189. Do you feel that the decision to drop an atomic bomb on the city of Hiroshima was right or wrong?

1. Strongly feel that the decision was right
2. I think that the decision was right, but my feelings on this matter are not strong
3. I think that the decision was wrong, but my feelings are not strong
4. Strongly feel that the decision was wrong

191. Are you disturbed when you hear of confessions of extensive rigging of bids or rigging or "administering" of prices in some essential industry in the U.S.?

1. I am not disturbed by these activities
2. Don't really understand what is involved
3. Mildly disturbed
4. Greatly disturbed

193. How would you feel (or have you felt) when first hearing about a lynching somewhere in the United States (which happened as recently as 1959—to a man named Parker)?

1. Indifferent, or my reaction would depend on who was lynched
2. I'm not certain
3. Mildly shocked
4. Highly outraged

Cultural Sophistication

180. Would you (or do you) enjoy participating in, or listening to, a discussion of philosophies of history?

1. I definitely would not
2. I probably would not
3. I probably would
4. I definitely would

183. How frequently do you discuss foreign films with your acquaintances?

1. Never
2. Rarely
3. Occasionally
4. Quite frequently

184. How interested are you in modern art?

1. No interest whatsoever
2. Slightly interested
3. Quite interested
4. Very much interested

187. How many of the following have you read: James Joyce, Leo Tolstoy, Thomas Mann?

1. None
2. One
3. Two
4. Three

190. How much pleasure do you usually experience when listening to good live performances of classical music?

1. None or very little
2. A moderate amount
3. Quite a bit
4. A great deal

195. Do you enjoy *reading* poetry?

1. No, I dislike poetry
2. Not very much
3. Yes, to some extent
4. Yes, very much

196. How much would you say you know about the history of painting?

1. Almost nothing
2. A small amount
3. A moderate amount
4. A good deal

197. How many times during the past year or so have you gone to an evening lecture on some serious topic (other than required lectures)?

1. Not at all
2. Once or twice
3. Three or four times
4. Five or more times

199. Can you say that in the past year or so you have reacted to some work of art (e.g., a painting, sculpture, musical performance) with deep and intense personal feeling?

1. No
2. I don't think so
3. Yes, several times
4. Yes, quite a number of times

198. How many books do you yourself own (not including textbooks for your present courses, but counting serious paperbacks)?

1. Less than ten
2. Ten to 30
3. 31 to 75
4. More than 75

Motivation For Grades

65. During your secondary school years did you receive any honors or awards for scholarly achievement?

1. No
2. Yes, one or two
3. Yes, three or four
4. Five or more

76. Did most of your high school teachers probably think of you as one of their hardest workers even though not necessarily one of the brightest?

1. Definitely not
2. No, by and large
3. Yes, by and large
4. Definitely yes

77. Did other interests (sports, extracurricular activities, or hobbies) prevent you from obtaining an excellent rating or mark for *effort* in your high school work?

1. Fairly often
2. Occasionally
3. Rarely
4. Never, or almost never

78. Compared with most of your classmates, how much would you say you studied during your senior year in high school?

1. I studied much less than most of my classmates
2. I studied slightly less than most of them
3. I studied slightly more than most of them
4. I studied much more than most of my classmates

81. Do you think your fellow students in high school thought of you as a hard worker?

1. Definitely not
2. Generally not
3. Generally yes
4. Definitely yes

83. Did you try harder to get on (and stay on) the honor roll or merit list than the average student in your high school class?

1. Definitely not
2. Usually not
3. Usually yes
4. Definitely yes

84. Do you tend to give up or delay on uninteresting assignments?

1. Fairly often
2. Occasionally
3. Rarely
4. Never, or almost never

85. In terms of your own personal satisfaction, how much importance do you attach to getting good grades?

1. None or not much
2. A moderate amount
3. Quite a bit
4. A great deal

88. Did you regard yourself as a more consistent and harder worker in your classroom assignments than the typical student in your high school classes?

1. Definitely not
2. Generally not
3. Generally yes
4. Definitely yes

89. How well do you feel you learned how to study in high school?

1. Didn't learn to study at all
2. I learned relatively little about how to study
3. I learned fairly well
4. I learned very well